

The Nevin Center

600 Laurens Road
Greenville, SC 29607

Grades	3-8 Elementary School	
Enrollment	28 Students	
Principal	Jodi Bulman	864-751-8325
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Charles J. Saylor	864-268-3128

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
7	29	6	0	1

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 0 out of 5 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	N/A	N/A	N/A
2004	N/A	N/A	N/A
2005	N/A	N/A	N/A
2006	Unsatisfactory	Unsatisfactory	No

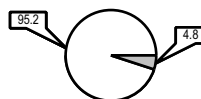
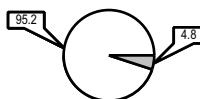
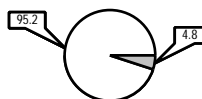
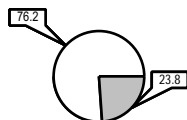
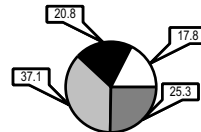
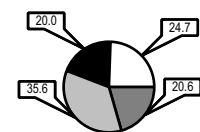
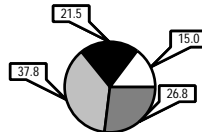
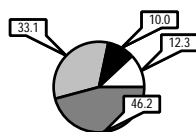
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

85.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	27	51.9	63.6	36.4	0.0	0.0	0.0	No	No
Gender									
Male	15	46.7	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Female	12	58.3	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Racial/Ethnic Group									
White	16	43.8	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	11	63.6	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	3	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Disabled	24	45.8	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	27	51.9	63.6	36.4	0.0	0.0	0.0	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	27	51.9	63.6	36.4	0.0	0.0	0.0	N/A	N/A
Socio-Economic Status									
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Full-pay meals	27	51.9	63.6	36.4	0.0	0.0	0.0	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	27	59.3	92.3	7.7	0.0	0.0	0.0	No	No
Gender									
Male	15	60.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Female	12	58.3	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Racial/Ethnic Group									
White	16	50.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	11	72.7	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	3	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Disabled	24	54.2	90.9	9.1	0.0	0.0	0.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	27	59.3	92.3	7.7	0.0	0.0	0.0	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	27	59.3	92.3	7.7	0.0	0.0	0.0	N/A	N/A
Socio-Economic Status									
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Full-pay meals	27	59.3	92.3	7.7	0.0	0.0	0.0	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	27	100.0	95.2	4.8	0.0	0.0	0.0
Gender							
Male	15	100.0	N/AV	N/AV	N/AV	N/AV	N/AV
Female	12	100.0	I/S	I/S	I/S	I/S	I/S
Racial/Ethnic Group							
White	16	100.0	90.0	10.0	0.0	0.0	0.0
African American	11	100.0	N/AV	N/AV	N/AV	N/AV	N/AV
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	3	100.0	I/S	I/S	I/S	I/S	I/S
Disabled	24	100.0	94.7	5.3	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	27	100.0	95.2	4.8	0.0	0.0	0.0
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	27	100.0	95.2	4.8	0.0	0.0	0.0
Socio-Economic Status							
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Full-pay meals	27	100.0	95.2	4.8	0.0	0.0	0.0

Social Studies							
All Students	27	100.0	95.2	4.8	0.0	0.0	0.0
Gender							
Male	15	100.0	N/AV	N/AV	N/AV	N/AV	N/AV
Female	12	100.0	I/S	I/S	I/S	I/S	I/S
Racial/Ethnic Group							
White	16	100.0	N/AV	N/AV	N/AV	N/AV	N/AV
African American	11	100.0	90.9	9.1	0.0	0.0	0.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	3	100.0	I/S	I/S	I/S	I/S	I/S
Disabled	24	100.0	94.7	5.3	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	27	100.0	95.2	4.8	0.0	0.0	0.0
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	27	100.0	95.2	4.8	0.0	0.0	0.0
Socio-Economic Status							
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Full-pay meals	27	100.0	95.2	4.8	0.0	0.0	0.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	2	100.0	I/S	I/S	I/S	I/S	I/S
	4	13	53.8	I/S	I/S	I/S	I/S	I/S
	5	12	41.7	I/S	I/S	I/S	I/S	I/S
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	2	100.0	I/S	I/S	I/S	I/S	I/S
	4	13	69.2	I/S	I/S	I/S	I/S	I/S
	5	12	41.7	I/S	I/S	I/S	I/S	I/S
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	2	100.0	I/S	I/S	I/S	I/S	I/S
	4	13	100.0	N/AV	N/AV	N/AV	N/AV	N/AV
	5	12	100.0	I/S	I/S	I/S	I/S	I/S
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	2	100.0	I/S	I/S	I/S	I/S	I/S
	4	13	100.0	90.9	9.1	0.0	0.0	0.0
	5	12	100.0	I/S	I/S	I/S	I/S	I/S
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 28)				
First graders who attended full-day kindergarten	N/R	N/A	100.0%	100.0%
Retention rate	20.8%	N/A	1.9%	2.8%
Attendance rate	95.8%	N/A	96.8%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	46.2%	N/A	0.3%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	40.7%	N/A	0.3%	0.0%
Eligible for gifted and talented	0.0%	N/A	19.5%	10.4%
On academic plans	0.0%	N/AV	22.3%	33.6%
On academic probation	0.0%	N/AV	0.9%	1.0%
With disabilities other than speech	63.0%	N/A	6.2%	7.5%
Older than usual for grade	25.0%	N/A	0.3%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	N/R	0.0%	0.0%
Teachers (n= 2)				
Teachers with advanced degrees	N/A	N/A	55.7%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	N/R	N/A	1.4%	2.4%
Teachers with emergency or provisional certificates	N/A	N/A	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	89.7%	87.3%
Teacher attendance rate	N/R	N/R	95.5%	94.9%
Average teacher salary	I/S	I/S	\$43,278	\$42,485
Prof. development days/teacher	7.0 days	N/R	11.7 days	13.3 days
School				
Principal's years at school	1.0	N/R	4.5	4.0
Student-teacher ratio in core subjects	11.0 to 1	N/R	20.1 to 1	18.6 to 1
Prime instructional time	N/R	N/R	90.7%	89.7%
Dollars spent per pupil*	N/A	N/A	\$5,898	\$6,557
Percent of expenditures for teacher salaries*	N/A	N/A	66.2%	64.0%
Percent of expenditures for instruction*	N/A		71.0%	69.1%
Opportunities in the arts	Poor	N/R	Good	Good
Parents attending conferences	98.1%	N/R	99.0%	99.0%
SACS accreditation	No	N/R	Yes	Yes
Character development	Below Average	N/R	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	3.9%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

This school year has been an exciting year for Nevin Center. Although our actual school year doesn't end until July 13th, we have seen a lot of progress in our children and in our school. We have a fabulous group of children who are excited to be learning and we have an excellent staff that cares for the children and wants to see them succeed.

Nevin Center has almost completed its first year. The first year of operation can be extremely challenging, no matter the size of the school, as there are so many things to learn, do, and just get in place. The main goal of Nevin Center is to educate resilient learners. Our kids learn best by having lots of hands-on lessons. Our teachers have been so creative in coming up with ideas. One teacher came up with the idea of creating a museum for a social studies lesson. The kids loved it and could still tell you everything about it three months later.

Over the past year we have seen a lot of light bulb moments, those wonderful moments when it finally clicks and you can see understanding and joy in a child's eyes. These are children who don't have a lot of successes in school, who have struggled and struggled to catch on and thankfully have not given up. They can succeed, and now they are finally starting to believe it for themselves.

The 2006-2007 school year is going to be an even more exciting year for us. Now that we have the first year out of the way we hope to see even more progress and success. Our goals for next year are to continue to educate resilient learners with even more hands-on learning and more documentation of successes while focusing more on building self-esteem in our kids.

Jodi Bulman, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	2	10	10
Percent satisfied with learning environment	I/S	100.0%	100.0%
Percent satisfied with social and physical environment	I/S	100.0%	90.0%
Percent satisfied with school-home relations	I/S	90.0%	100.0%

*Only students at the highest elementary school grade level at this school and their parents were included.